

Message from the Chief Editor: JTET December 2020

Time flies! We have come to the final issue of JTET in 2020. The Christmas and New Year celebration is coming soon. Therefore, we would like to take this wonderful opportunity to send our warmest greetings to all of you. As JTET enters its fifth year of being indexed in scopus, there is a lot to look forward to. Before looking ahead, however, we would like to offer a word of thanks to our readers, our contributors, and our editorial board for their support of the journal and its mission: to improve the delivery and quality of TVET. Our greetings and thanks should also go to the publications staff for their great help to publish this journal in a timely manner. This coming year will mark the beginning of a new stage of development as we seek to enhance the quartile rankings of the journal to a better position within the range of Q2 to Q3. Maintaining our broad scope that relates to education and training, this journal encompassed all areas that could bring about recommendations for the improvement of TVET policy, planning and practice as well as giving support in shaping the provision of skills. Hence, we shall build on substantial international support for the journal to strive for a more consistently higher standard of publication. We will continue to publish all types of theoretical, quantitative and empirical studies, including work related to TVET financing and strategy, management and governance while strengthening our expertise related to the acquisition of knowledge and skills for the world of work, development of skills needed for employment, work and entrepreneurship while supporting inclusive and sustainable economic growth.

Thus, in the current issue, we present eight interesting papers that cater multiple topics in TVET. In the first paper, we start from the ground level by recognizing the importance of mathematic teaching to build a strong fundamental knowledge and skills in TVET area, at K-12 level in Philippines. Espinas et. al proposed a model that can be used to establish a teaching module that contextualized mathematics teaching as a guideline for teachers. Then, in the second paper, Seonkyung Choi has looked into the school students' choice to Meister of Specialized vocational highs school in Korea, by considering their gender as a predictor. In the third paper, Mahfud et. al studied on student's perception of chef' key competencies, that can be used as indicators in the vocational high schools in Indonesia, which includes aesthetics, business sense, and managerial skills. What follows in the fourth paper is again a presentation on a study related to culinary arts students where Techanamurthy, Alias and Dewitt has deployed an experimental study to test the Problem-Solving Flipped Classroom (PSFC) module. It has yielded an encouraging finding on students' achievement and problem solving. The fifth paper has brought a different perspective from the previous papers published where Nordin et. al analyzed a social network pattern of pre-services teacher in TVET, to study the online problem-based learning pedagogical effectiveness for both high and low self-regulated learners. Several variables of psychological aspect might be associated to the quality of delivery in the vocational institution. Based on this premises, Wu and Nurlaela shared a survey study finding on psychological contract amongst administrative personnel in the vocational higher institution in Taiwan. Based on the findings, several practical suggestions which might be useful for readers especially schools' administrator to foster institutional development and efficacy, are presented. Then in the seventh paper, the long unresolved issue related to TVET graduates' skills disparities among educational institutions and industry is again looked into, where Husain et. al, highlighted about the mismatch in supply and demand of Malaysian graduates in the area of building surveying. Finally, the last paper presented a more technical sound research methodology where Goreth et. al, have shared a Vibnetter-based test procedure, which is to measure teaching competencies for pre-service teacher.

We encourage more practice-based articles, state-of-the-art content and critical review articles related to TVET. This will help us in scoring high in performance measures and moving up in journal ranking lists. We hope to publish more articles with better qualities despite the facts that we have a fairly small number of citations, which is a big hindrance to our goal to upgrade our scopus ranking. Though our journal is still in the maturity stage, it continues to improve with time, we cannot really ignore the importance ascribed to the ranking exercises. It is time for us to reflect our experiences and use the feedbacks to improve and work hard to help the journal in climbing up the ranking ladder. We do not believe in taking shortcuts that might work in getting more citations for the articles. Instead, we should

look for quality articles that discuss new innovative ideas and research directions that could nurture deep interest in the readership of the journal and content. It requires commitment and effort of the Editor to do this evaluation. Lastly, we would like to thank the previous chief editor, the editorial board and reviewers for all their support, and our warm welcome to the new members of the Editorial Board of the journal. Together we would work towards making a quality TVET publication. Comments, suggestions and special issue proposals are always welcome.

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